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## THE WASHINGTON JUNIOR HIGH SCHOOL ROCHESTER, NEW YORK

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School Motto: "Do in Co-operation."

Creed: "Since the school is the training field for Democracy, make a Democracy of the school."

Washington Junior High School is an intermediate link between seven elementary schools and the East High School of Rochester, New York. The organization is strictly on the 6-3-3 plan; all of the seventh-, eighth-, and ninth-grade work for the locality is carried on in Washington Junior High. Ninety per cent of the 1,650 children are of foreign-born parentage, 50 per cent Jewish, 20 per cent Italians, 20 per cent Poles and Germans, and come from homes of the industrial class. The average family income of the school constituency is between \$125 and \$150 per month; per capita income is small, because of large families. Often the total family income is made up by the earnings of both parents; sometimes it is supplemented by the wages of older children. There is, then, a distinct tendency for children of the neighborhood to enter industry as early as the law permits.

It follows that the primary problem which Washington Junior High faced when it was established in 1915 was that of holding the children in school. In 1913 and 1914 the elementary schools of the district sent forward from their eighth grade only 49.7 per cent of their graduates; the school mortality was over 50 per cent between the elementary and the senior high school. In the four years of its work Junior High has carried 92 per cent of its children from the eighth grade into the ninth; mortality has dropped from 50 per cent to 8 per cent. In 1917, when employment opportunities were phenomenal, the carry-over into the ninth grade was 77 per cent. The elementary schools, in the two years before 1915, carried only 30 per cent of their pupils through the ninth and into the tenth grade. Washington has raised this to 70 per

cent. For the four years, between 65 and 85 per cent of the ninth-grade graduates have continued in some form of advanced institution.

Obviously Washington High has very materially reduced school mortality in a strictly industrial community. But a secondary problem naturally arises from the first. Junior High recognizes the distinct obligation of fitting the children who cannot continue in school to enter industrial and civil life as well equipped as possible. Children are retained in order that they may be more adequately trained for citizenship, using that term in its broadest sense as meaning fitness for an adequate share in the industrial and professional duties, together with fitness for an adequate share in the social activities of life in a democracy. That Washington Junior High School regards such training as its ultimate function is obvious not only in the school motto and creed but also in well-nigh every agency and activity of the school community. The school itself asserts that its chief duty is "vocational guidance," a term which is to be understood not only in a narrow sense but also in the larger meaning—preparation for life.

This article endeavors to describe the various means by which Junior High is accomplishing the purposes indicated—the methods by which, in the words of Principal James M. Glass, "the gulf is being bridged." Outstanding among the various means employed are: (1) the content and arrangement of the curriculum; (2) an ungraded vocational program under the Smith-Hughes Act for boys and girls who must enter industry early; (3) direct vocational guidance and personal supervision; (4) "study-coach" organization and supervised study; (5) the socialization of the entire school, pupils and faculty, into a democracy in keeping with the school creed cited above.

#### I. THE CURRICULUM

Beyond doubt the first inquiry that should be made about a new educational unit like the junior high school concerns the curriculum. How is it modifying the antiquated seventh- and eighth-grade course of study, the useless routine of which is admirably calculated to destroy the interests of adolescents in their school life? For the customary "re-teaching" of the upper grades does it substitute curricula filled with necessary information for

immediate use in adult life? Are its various curricula so formulated as to provide content and sequences adapted to the growing maturity of the pupils? Are the curricula planned to insure for the children educational try-outs that shall guide them intelligently and place them wisely in suitable life careers?

## ORGANIZATION OF COURSES

Courses	Grades	Subjects for the Four Periods			
General.....	Seventh	English	Arithmetic	*Social Science	†Special Subjects
Foreign Lang'ge	Eighth	English	Geometry	*Social Science	†Special Subjects
		Foreign Language	Algebra		
Commercial....	Ninth	English	Algebra	Foreign Language	**Special Subjects
	Eighth	English	Commerical	*Social Science	Typewriting
			Mathematics		Commercial
			Business Practice		Geography
	Ninth	English	Commercial	Typewriting	General Science
			Mathematics	Business Writing	General Science
Industrial Arts..	Eighth	English	Bookkeeping	¶Social Science	Industrial or
			Geometry		Household Arts
	Ninth	English	Algebra		Shop
			Algebra	General Science	Shop
				Mechanical	
Household Arts.	Eighth	English	Geometry	Drawing	
			Algebra	¶Social Science	Sewing—Cooking
	Ninth	English	Algebra	General Science	Sewing—Cooking
				Design	

\* Social Science includes Civics, History, Geography and Current Events.

† For Seventh Grade B.—General Science, Art, Music, Physical Education, Industrial or Household Arts. For Seventh Grade A.—One period a day in term try-out.

‡ Same as Seventh Grade.

\*\* Includes General Science and certain elected special subjects.

|| Physical training taken from English time.

¶ Time for General Science taken from Social Science.

*General Notes.*—For students fourteen years of age or over, a special vocational course covering two years is offered. This course is administered according to the provisions of state and federal acts relating to industrial education.

The program of the organization of courses given on this page represents somewhat inadequately the answer of Junior High to these queries concerning the curriculum. Two preliminary facts may be mentioned. First, the school day of six hours, with sixty-five minutes noon recess additional, is divided into five periods. Four periods of eighty minutes each provide ample time for all work to be done in school in the four major studies which each pupil pursues: English, mathematics, social science, and industrial work. Home work is entirely eliminated except in the ninth grade where partial provision is made for it. A fifth period of thirty-five minutes is set aside each day for "student activities."<sup>1</sup> A second pertinent fact is that the seventh-grade course of study is

<sup>1</sup> See p. 202.

identical for all. Washington regards the seventh grade as the "finding year," as contrasted with the eighth, "the testing year," and the ninth, "the carrying-on year." The finding year keeps its courses identical for all pupils in order to bridge over the sharp break from the one-teacher-all-classes instruction of the elementary school. Departmental teaching, new subject-matter, and strange school environment offer to incoming classes enough that is unfamiliar. Differentiation of courses, which would add more confusion, is therefore postponed until the eighth grade.

An examination of the content of the various subjects reveals certain radical departures from traditional procedure which unquestionably add to the attractiveness of school life.

*Eliminations.*—There is an obvious attempt to eliminate unnecessary repetitions of work done in earlier grades. Conspicuous in the field of vernacular training is the absence of extensive drill in oral reading. The following paragraph with accompanying measures for carrying it out might well be incorporated in any plan for upper-grade English.

Oral reading, important as it may be, will never play as large a part in the life of the ordinary individual as silent reading. The future information and consequent effectiveness of our students will depend largely upon what and how they read. It is, therefore, the duty of the school not only to create a taste for good reading, but also to train students so that they will get the largest possible results from their silent reading when no one is present to offer suggestions or to aid in the interpretation.

In the study of literature, Washington largely eliminates analytical study of masterpieces, aiming at "the big ideas in many selections" rather than at examination of minute details in a few selections. In grammar, an admirable plan of minimum essentials excludes many abstruse topics, but in the opinion of the present writer, stops somewhat short of appropriate and desirable limitation. In spelling, the language program eliminates for the pupil elaborate word lists, substituting "the vocabulary he is likely to meet in his written work." Spelling lessons are restricted to five new words a day, each pupil at work upon words which are his own special "demons."

The content of several studies also shows radical eliminations. The setting of seventh-grade history in ancient and mediaeval times is exceedingly brief, developing only the origins and growth of

democracy. Other topics omitted are stories of explorers and discoverers, campaigns and military details, and chronological study of presidential administrations. Only four American colonies are studied as types. It is estimated that from 30 to 40 per cent of history topics usually taught are thrown out. Geography is limited in the seventh grade mainly to location, products, and transportation problems of local, state, and national interest. Civics omits elaborate classifications of officials, and current events avoids vapid discussion of large questions beyond the assimilative power of children. Similar eliminations are made in science and in mathematics, some thirty-five topics usually found in arithmetic of the seventh grade being avoided.

*Life contacts.*—Almost every subject stresses topics which contribute to present and ultimate utility. "Life contacts" are the units in civics. Our school, our city, reason for the growth of Rochester, the city flag, protection of life and property by the city, provisions for education, opportunities for recreation, Rochester as part of Monroe County—these topics indicate the locality beginnings of work in civics. Topics in geography are similarly selected for their life contact value. Typical examples are Rochester, location, reasons for growth, relation to state; New York, boundaries, rivers, mountains, cities, transportation, products; United States; adjacent countries. Social science is organized around units of "home, street, school, city, state government," each as contributing to the health and happiness of the individual and the community. Processes taught in arithmetic are the ones that the business men of Rochester agree are important. Geometry turns about matters of everyday life like designs in oil cloth. Mathematics is taught "both as a *language* for the explanation of certain ideas, and as a *tool* for the solution of certain problems of general interest." English grammar is considered "in relation to the present needs of the pupils"; even the first vocabulary the child learns in Latin is related to life, rather than to the next text he is to study. Everywhere, apparently, the principle of local interest in present needs is stressed rather than the idea of postponed returns.

*Correlation of subject-matter.*—Attempts to correlate the subject-matter of various courses are most prominently represented in the languages: Latin and French, begun in the eighth grade, are intimately associated with English. In fact the eighty-minute

English period of this grade is divided in the foreign language course, giving fifty minutes to the vernacular and thirty to the foreign language, the same teacher acting as instructor in both languages. Obviously Latin and English grammar have much in common and many interesting parallels and comparisons may be made. That the relation between English and French is somewhat artificial is indicated by the strained devices used in correlation. "In the opening lessons, English and French are correlated by a brief survey of the historical background which brought the two languages together. Similarly geographical location, climate, industries, natural resources, and population of France and of the United States are compared." Correlation thus described is proper enough in its place, but can scarcely be called correlation of the languages themselves.

Corresponding divisions of eighty-minute periods often under the same teacher are common. Bookkeeping and commercial mathematics, mathematics and mechanical drawing, typewriting and business writing, mathematics and business practice, drawing and science—these and similar combinations are utilized to good advantage. Moreover, constant pressure is exacted in all courses to maintain good habits of spoken and written English. The curriculum-makers have deliberately confined reading in English to belles-lettres; they say in the course of study, "Supplementary reading in geography and history intended largely to give information in these subjects should not be considered part of the work in literature and should be read during the period devoted to these studies." In her history classes Washington Junior High is experimenting in teaching pupils silent assimilative reading as the basis for effective study habits.

*Progress in difficulty of subject-matter.*—Work in geometry starts with material that is both introductory to this subject and essential to a clear understanding of it. It is not high-school material crowded down into the eighth grade but represents an effort to furnish a better foundation for the study of mathematics than it is possible to provide under the ordinary plan of the senior high school. The preliminary course in geometry is made the basis for a similar preliminary course in algebra given in the second half of the eighth year, a course which is also designed to give a better foundation for the more formal study of algebra in the ninth year.

Algebra is taught as a short method of symbolizing numerical relations and processes. The plan provides for the introduction of algebraic symbols in a much more simple and concrete manner than is ordinarily attempted. Pupils become familiar, through a series of natural and simple steps, with the fundamental processes and principles of a formal subject that has long been the bugbear of first-year high-school students.

A foreign language is introduced in the eighth grade to provide a longer period for the development of a foundation for a detailed study of the language in the ninth grade and in the high school. Vocabulary taught in this first year is determined by practical standards rather than by a particular textbook that is to be used in some following year. This again demonstrates that the eighth-year work is no mere pushing down of high-school material into the grades but is an endeavor to relate the study of the language to the students' environment to which they are directed to look for their first lessons. In Latin, for example, the pupils are made conscious of the fact that without knowing it they have been using Latin expressions. In both foreign languages and mathematics the plan in the eighth grade is to provide a foundation for the more formal work of the ninth grade, thus eliminating to a certain degree the large number of failures in these two subjects.

The earlier introduction of general science has made it possible to reorganize the course in such a way that much of geography has now been appropriately planned as part of the work in general science. The work outlined under this heading provides a sound foundation for the study of a particular science later on in the senior high school. Under this plan it has been possible to keep the social aim predominant, thus making the home, the street, the school, and the city contribute to the development of the children.

Work in social science begins with the study of the various functions of the city government as paralleled by student activities in the school community. Having laid a foundation which enlarges naturally with the child's daily experiences, the latter part of the seventh grade leads him to consider some of the simpler historical aspects in civics in order to secure an idea of our political inheritance. In the eighth grade, the work becomes a little more formal and is based upon a study of the federal constitution. Constant reference is made, however, to the foundation previously laid,



which provides the essential fundamental experiences without which such a study would be of comparatively little value. The progressive development in the current events outline is indicated by the fact that it starts with the collection of material having reference to local events, and, as the child gains in his ability to discriminate, the outline provides for the study of state, national, and international events.

*Cross-over privileges.*—The various curricula are arranged to make comparatively easy what are known as “cross-over privileges.” In the second semester of the seventh grade, known as the try-out term, all the boys are given experience in at least two of the industrial shops,<sup>1</sup> and all of the girls devote one period a day to various branches of household arts. Toward the end of the seventh grade each pupil chooses<sup>2</sup> the special course he wishes to pursue in the eighth (testing) year. He has the option of a foreign language (academic) course, an industrial arts or household arts, or a commercial course. If, after the first choice of differentiated courses in the eighth grade, it appears, by a thorough test in his selected course, that a pupil has made an unwise choice, he transfers with small loss of time into another course. Such transfers are facilitated by the fact that the differentiated courses are parallel in various eighth-grade branches of English, mathematics, history, and science. Loss from transfers occurs only in the special vocational courses. Assisting in the cross-over privileges is the “study-coach”<sup>3</sup> organization which provides for make-up on the part of retarded pupils, and the semiannual promotions, which insure at the very worst a loss of only one-half year in cross-overs. During the past year only 5 per cent of the pupils needed to transfer from one curriculum to another. Separation of courses in the ninth grade (carrying-on) year is practically complete; however, in some cases cross-over privileges are still possible in English, science, and mathematics.

## II. VOCATIONAL INSTRUCTION

The more traditional subjects, through their enriched and varied content and their progressive arrangement, are important factors in making school life attractive. Their function is primarily the

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<sup>1</sup> See p. 189.

<sup>2</sup> See p. 180.

<sup>3</sup> See p. 195.

inculcation of information, skill, and ideals which bear upon vocational training in its wider meaning. On the other hand, definite vocational "urge," "try-out," "experience," and "set," in the narrower sense of direct preparation for industry, come through the strictly vocational courses. A visitor is struck by the fact that the vocational interests of Washington High, fully on a par with the academic, in some curricula quite overshadow the purely cultural interests. It is fair to say that Washington does this deliberately, attempting to serve acceptably her industrial constituency, and attempting to retain pupils who, without opportunities for intensive vocational training, would unquestionably be lost by the schools.

In considering vocational opportunities as presented in Washington High, it must be clearly understood that the same plant is utilized to carry on two quite distinct lines of educational endeavor: *graded prevocational* work, usually considered one of the most important functions of a school on this level, and *ungraded vocational* work, as prescribed by the Smith-Hughes legislation. During its first two years, Washington confined its attention to the prevocational, providing for it a moderate amount of instructional energies together with a few rather inadequately equipped shops, such as are usually found in a strictly prevocational junior high school. In 1917, extensive equipment and several teachers were added through Smith-Hughes subsidies, and at present there are nine manual arts shops for boys and corresponding household arts equipment for girls, with seventeen teachers. The shops include printing, pattern-making, sheet metal, electricity, painting and decorating, cabinet-making and mill work, gas engine, machine shop, and drafting. Laboratory equipment for girls includes provisions for sewing, dressmaking, millinery, laundry, cooking, and household economics. The entire student body is influenced by the prevocational facilities, while 269 children, 16 per cent of the student body, are ungraded vocational pupils.

The demand for industrial education has constantly grown. At present 27 per cent of all the boys in school are in ungraded vocational courses; 55 per cent of all boys in differentiated courses above the seventh year are in technical and vocational departments; of these, 28 per cent are in technical and 27 per cent are in vocational departments. The extensive demand thus represented

is a natural development of the industrial community; it cannot be a forced growth, since every child above the seventh grade is free to make his own choice, and no pressure whatever is exerted to force his selection.

Prevocational work for graded classes is divided into the general try-out required of all 7A pupils and the industrial technical courses elective in the eighth and ninth grades. During his 7A term, every child is required to take one period of shopwork per day. The purpose is to give him a general idea of what industrial work is like in order that he may make an intelligent choice in the electives of the eighth grade. Industrial technical courses, elective in the later grades, fulfil a double purpose: they continue more extensively the industrial try-outs of the seventh grade, and they also serve as general courses of industrial information. The children spend one term in a shop, then change by terms into different shops, so that at graduation they have had a fairly definite experience with several different lines of industrial work. Moreover, the industrial technical courses are preparatory for, and have corresponding outlets in, the senior high school. Still further, at any time a crossover<sup>1</sup> may be made to the general academic course without severe loss.

Ungraded vocational work, limited to trade-training by Smith-Hughes specifications, is said by Principal Glass to "complete the democracy of the school."

The proud boast of a Junior High School is its democracy—its equality of opportunity to all—its ability to break down all social distinctions between classes by the upbuilding of one great comprehensive school—its one all-inclusive school community from which it is not necessary to separate one class of pupils whose needs demand intensive training and who cannot enter an advanced school and who must be vocationally placed. If we would preserve the democracy of the Junior High School and in doing this we preserve its very life, we shall hold tenaciously to the vocational department as an integral part of the Junior High School.

Through ungraded vocational opportunities many children are retained who would drop out at fourteen years of age if they have completed the eighth grade, or otherwise at fifteen years of age. In a school like Washington there are boys and girls who have no expectation or possibility of going forward into the senior high.

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<sup>1</sup> See p. 185.

At fourteen or fifteen years they face squarely the problem of vocational placement. Junior High meets the problem of persuading them to stay beyond the legal age by offering them *trade skill* as a primary object, with the aim of entering directly into the industries of Rochester as advanced apprentices. In this connection, the technical industrial department is also a factor in retaining boys and girls in school. Boys who are not yet fourteen years old enter the technical department as a prevocational course with the vocational (trade) department as an outlet, into which they transfer when they reach the required age. Thus they get a preview of shopwork and are contented to concentrate on preparing for a trade rather than leaving for work. The extra year or two which Junior High may persuade them to take not only give them as much skill in any particular line as a boy who has served a corresponding period in the industry, but also give them much more technical information and outlook. Still further, the additional years insure for industrial pupils active participation with all the citizenship training involved in the democratic life of the school in which all pupils participate.<sup>1</sup>

Convincing facts are advanced to support this position. First there is the loss of 50 per cent at the end of the eighth grade of the elementary schools before Washington was established. Secondly, there is the preponderance of overage pupils in the ungraded vocational work. Of these, 82 per cent are overage, compared with 39 per cent overage in the commercial, and 26 per cent overage in the academic work, and 26 per cent in the technical. Thirdly, there is the fact that 73 per cent of the boys and 74 per cent of the girls in the Smith-Hughes work are past the legal age for leaving school. The dropping out of just such children was primary in the 50 per cent school mortality from the eighth grade of the elementary schools—a mortality which Washington has already reduced to 8 per cent.

Students who enter the ungraded vocational department do so with a clear understanding that their courses do not have outlets in the senior high school. However, it is possible for a pupil to spend his junior high time exclusively in trade-training and still not shut off entirely the privilege of higher schools. He may enter the Rochester Shop School, and there continue for three years,

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<sup>1</sup> See p. 197.

receiving ultimately the State Industrial High School Diploma. Also, a child graduated from the ungraded vocational work may, with certain minor conditions, enter Rochester East High. His junior high course has added to three hours of daily shopwork one and one-half hours of English, history, civics, and hygiene, and an equal daily time to related shop mathematics and mechanical drawing. Admittedly this academic work suffers from being ungraded; it nevertheless makes it possible, though not probable, for an exceptional youth to go forward if he desires.

Thorough vocational try-out is provided for ungraded pupils. A pupil may enter the department at any time during his junior high-school life, provided he is fourteen years of age. Upon his entrance, the pupil, with the consent of his parents and approval of teachers, elects the trade he wishes to follow. If he shows ability after ten weeks' try-out in the trade of his choice, he may continue that line intensively for two years. If, on the contrary, instructors believe that the lad is unfitted for the trade of his first choice, he is put through a second try-out in another shop. This process may be repeated until it is decided that the pupil has found his calling.

Instruction in all shops is done on standard machines, and so far as possible parallels factory conditions of the better type. All work is productive in all branches of vocational instruction. In one respect the grafting of a unit trade school upon the prevocational department of a junior high has admittedly been unfortunate for the latter. At least three of the important shops, machine shop, electricity, and automobile repairing, are needed exclusively for trade training. The remaining shops are used for vocational work part of the time and for prevocational try-out the remainder. The cabinet assembly shop is used for try-out only. It may be pointed out that this minor conflict of interest between vocational and prevocational activities might be remedied by providing more shops and instruction.

There remains to be worked out by further experimentation this vital issue: whether elaborate opportunities in trade training in an ungraded vocational school receiving state and federal aid do or do not attract youth, boys especially, away from a more lasting contact with higher educational privileges. At present, opinion of educational leaders in Rochester is divided upon this issue. However, the evidence is beyond question that trade training has been

the most important single factor in preventing school mortality. It may be suggested also that extensive Smith-Hughes equipment has undoubtedly enabled Washington to provide *more prevocational* agencies than otherwise would have been the case. It is quite possible for a junior high school, because it can offer only inadequate vocational opportunities, to turn out industrial misfits. Finally, for those pupils who can not or will not enter the higher schools, the junior high school ought not to dodge the responsibility of vocational fitness and placement. Not without reason is it to remark that if exclusive trade training under the Smith-Hughes bill must be provided at all for children of junior high-school age, it is far better to provide such training under the same roof with more liberal curricula and in contact with many socializing agencies than it is to provide such training in separate schools.

### III. VOCATIONAL GUIDANCE

*Supervision of health and morals.*—An examination of the program of duties performed by the principal's office staff as given on pages 192 and 193 discloses the large number of approaches by which Washington High endeavors to meet the individual needs. This is especially significant because admittedly one of the chief causes of school mortality is lack of attention to the varying attainments and capacities of pupils accompanied by even grosser neglect of health, home conditions, and related matters. Members of the principal's staff themselves perform a multitude of duties; they also stimulate and supervise among pupils and faculty alike all activities which fall within their respective spheres.

This bird's-eye view of what may be called "the personal touch" with children is given in full, since it is impossible in a limited discussion to consider in detail many of the related factors. All of them together form an agency for preventing educational waste on a par with the curriculum, with vocational instruction, and with school socialization.

Why is it that, after the try-out year is finished and the testing year is under way, only 5 per cent of the pupils find it necessary to transfer from the course of their first selection to another which appears better fitted to their capacities? The answer probably lies in the painstaking care with which the original choice of differentiated courses is guarded. Such care consists of at least five

different safeguards, in addition to the vocational try-out discussed above.<sup>1</sup>

Concerning each seventh-grade pupil the vocational director, A. Laura McGregor, assembles a set of information blanks filled out by the pupil, parents, home-room and subject teachers, and handwork teachers. Careful examination of the data thus obtained constitutes the first step in deciding eighth-grade elections. Types of information are:

Pupil's blank

1. What work have you enjoyed most?
2. What book has been the easiest; what hardest?
3. What school activity have you liked best?
4. What further school work do you plan to take?
5. What occupation do you plan to enter?

Parent's blank

1. How much longer do you plan to send your child?
2. What occupation do you desire him to enter?
3. In what occupation has he been employed?
4. Is his health good; if not, why?
5. What are his outside activities?

Home-room teacher's blank

1. Excels in (specify hand or book work)
2. Has he sense of responsibility; ambitious?
3. Results of interviews, if any, with parents
4. Academic record in ten subjects
5. Ability, in ten headings, application, neatness, etc.

Handwork teacher's blank

1. General ability in handwork
2. Accuracy and speed
3. Ability in mechanical drawing, art, design
4. Inventiveness and interest in handwork
5. Evidence of ability as leader

All information from these sources is studied by the director of vocational guidance, whose decision, after considering other information listed below, is the school's final word in difficult cases of educational placement or transfer.

A second provision for sound educational guidance is a staff of seven vocational counselors, two men and five women, who are relieved from a portion of other school duties for personal work. Last year these officers made 603 visits in the homes of pupils, the largest portion of whom were seventh-grade children, to ascertain

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<sup>1</sup> See p. 189.

conditions of the home as well as its desires for the children. For educational placement the parent's choice is always the deciding factor; even the vocational director yields in stubborn cases. Misfits are almost invariably the result of choices made by parent or pupil in disregard of the school's advice. And very frequently after a test of one term, pupils and parents, finding the school's advice verified, themselves voluntarily bring pressure to have their

## OFFICE STAFF ORGANIZATION

## DIRECTOR OF SUPERVISED STUDY AND VOCATIONAL GUIDANCE

- A. Supervised study
  - 1. Classroom visits
  - 2. Plan books
  - 3. Demonstration lessons
- B. Vocational guidance
  - 1. Guidance in election of courses
  - 2. Adjustment of courses
  - 3. Part-time schedules
  - 4. Investigation of school record applications
    - a) Information blank files
    - b) Vocational counselors
      - 1) Individual conferences with students
      - 2) Home visits
- C. Study-coach organization
  - 1. Non-promotion classes
  - 2. Subject-failure classes
  - 3. Trial-promotion classes from contributing schools
  - 4. Promotion of study-coach students
  - 5. Transfer of failure "C" students of current term to study-coach classes
- D. Student club organization
  - Chairman of executive committee
  - 1. Student elections
  - 2. Student assignments
  - 3. Faculty leaders
  - 4. Club assignments to rooms

## SCHOOL SECRETARY

- A. General information
  - 1. Visitors—ushers
  - 2. Parents' inquiries
  - 3. General inquiries of faculty and students
- B. Students
  - 1. Tardiness
  - 2. Discipline—initial cases
  - 3. Absence
  - 4. Early dismissals
  - 5. Application for and issuing of school records for working permits
  - 6. Welfare guidance for boys
    - a) Physical welfare
      - 1) Habits—cleanliness and personal hygiene  
(Co-operation with physical instructor for boys)
      - 2) Initiating medical attention
        - (a) Home visits through vocational counselors
        - (b) In co-operation with school physician, school nurses, community and civic agencies, etc.
      - b) Moral and social guidance—  
Co-operation with home-room teachers and vocational counselors
- C. Phones
  - 1. Public phones { 1 ring —Teachers
  - 2. School phones { 2 rings—Class president  
3 rings—Ushers' call
- D. Assembly
  - 1. Seating
  - 2. Programs (chairman of committee)
- E. Financial
  - 1. Entertainments—proceeds
  - 2. Sale of student officers' buttons, graduates' pins, faculty pins, etc.
  - 3. Book rental fees
  - 4. School accounts
  - 5. Annual financial school report
- F. Miscellaneous
  - 1. Checking up returns of reports
  - 2. Storeroom and supplies
  - 3. Program clocks



## GIRLS' ADVISER

- A. Moral and social guidance for girls
  - 1. Moral guidance—in co-operation with home-room teachers, city visiting teachers, social workers, etc.
    - a) Individual conferences with girls
    - b) Conferences with mothers
      - 1) Interviews at school
      - 2) Home visits
    - c) Visits to home rooms
  - 2. Discipline problems—in co-operation with school secretary
  - 3. Social guidance—personal friendships, activities in and out of school, recreational, social, community, and civic.
  - 4. Proper dress—in co-operation with director and instructors of the household arts department
- B. Physical welfare for girls
  - 1. Habits—cleanliness, personal hygiene—in co-operation with physical instructor for girls
  - 2. Initiating medical attention
    - a) Home-room visits
    - b) In co-operation with family physician, school physician, school nurses, community and civic agencies, etc.
- C. Vocational placement for boys and girls
  - 1. Placement
    - a) Graduates
    - b) Students leaving school at legal age
  - 2. Follow-up records

## PRINCIPAL'S SECRETARY

- A. Faculty
  - 1. Salary blanks—checks
  - 2. Absence of teachers
  - 3. Supply teachers
- B. Students
  - 1. Admission of new students
  - 2. Transfers
  - 3. Changes of course
- C. Reports
  - 1. Monthly, term, and annual reports (abstracts)
  - 2. Tabulation of all reports
- D. Office records
  - 1. General files
  - 2. Permanent record card file
  - 3. Health card file
  - 4. Student schedule card file
  - 5. Scholarship records of W. J. H. S. and contributing schools
  - 6. Statistics book—archives of school
  - 7. Date book (record of factors in school organization recurring at regular time periods)
- E. Registration
  - 1. Term schedule
  - 2. Special schedules
  - 3. Readjustments in schedule
- F. Requisitions
  - 1. Requisitions and invoices for supplies
- G. Stenographic work
  - 1. Stencils
  - 2. Circulars
  - 3. Correspondence
  - 4. General typewriting, etc.

own choices rectified. This is especially true in those cases in which close touch between the home and school has been attained through visits of counselors.

A third line of educational guidance consists of various measures employed to acquaint all teachers thoroughly with the work of the entire school. There is frequent interchange of visits between teachers; in a body the entire faculty visits a single department; department aims and methods are topics for faculty meetings; there are demonstrations of classwork by individual teachers before the faculty; in many cases subject teachers conduct classes in two or more departments. The principal affirms: "It is an administrative problem of no small proportions to prevent one-sided views in the weighing of one course against another on the part of faculty, student body, and home." Wise words these, and indicative of the endeavor Washington High is making to teach children with vary-

ing needs and capacities, rather than subjects. Faculty activities of this character are the justification offered for the allotment of time from the school period for faculty meetings.

Closely affiliated with the devices named are the plans of imparting vocational information, a field in which the vocational director asserts that the results are as yet unsatisfactory. At present, experiments are being made in home rooms through the Students' Activities period,<sup>1</sup> in the general assembly period, in library reading, and in English. Two faculty committees are considering what information to use and how to use it. The problem is to give pupils vocational information before rather than after their major choices are made.

Educational placement and follow-up is also regarded by Washington High as one of its duties, especially in the case of untrained children who leave school at the legal age. The school can care for those who remain, but those who leave are the joint responsibility of the industry, the state employment agency, and the school. The school record is sent to the employment bureau to which the child must go in person to secure his certificate of employment. This visit gives bureau officers a chance to become acquainted with the child, and to consider the recommendations of the school. Once a month the school and bureau have a conference concerning doubtful cases. The bureau sends each fortnight to the school a list of children placed, and children unaccounted for are traced through the vocational director and through vocational counselors.

Finally, no exposition of Washington High's attention to individual needs could omit the work of the girls' adviser and of the school secretary in caring respectively for the health and morals of the girls and the boys. The school has no doctor and no nurse; instead, it employs a woman, herself the mother of three children, who serves in the capacity of school "mother" for the girls in the intimate and sympathetic relations too often lacking in their homes, and another woman, who, with the principal, performs similar services for the boys. Underfed children are provided by the school with milk and other nourishing foods, or in extreme cases are transferred to the open-air school.

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<sup>1</sup> See p. 202

Health, dress, conduct, and manners receive constant attention. Cases are not infrequent in which subject teachers feel that children are wholly incompetent or incorrigible. One little boy who seemed stupid in all his classes was found to be selling papers from 2 to 6 A.M.; one boy out of every six in Washington High is a newsboy. One little girl twelve years old was habitually late because she had to carry huge bundles of clothing to the factory each morning. Such cases, placed in charge of the welfare adviser, often reveal through her visits wholly impossible home conditions. The adviser's task is to place in such a home a friendly visitor from the city charities, and fully to explain to teachers in Junior High the difficulties under which such children labor. Thus does she promote interest, friendship, and charity for the unfortunates, working out the problems for which home, school, and city are jointly responsible. In short, the work of these personal touch officers fittingly climaxes the admirable organization maintained by Washington Junior High School for meeting the individual needs of her charges.

#### IV. STUDY-COACH ORGANIZATION

Another powerful factor serving individual needs especially in the remedial and preventive work connected with non-promotion is the conduct of a "study-coach organization" whose special function is bringing retarded pupils back into the line of advance. In this organization pupils who have failed in one or more subjects are placed in "non-promotion groups"; pupils who are on the verge of failure are placed in "failure-prevention groups"; and inferior seventh-grade children sent forward by the elementary schools are placed in "trial-promotion groups." All told there are seven study-coach rooms in charge of the seven teachers who also serve in the capacity of vocational counselors. The double function enables them to correlate their major duties and places intensively some of the finest instructional energy in intimate charge of those pupils who are most likely to become an educational loss.

It must be understood that the study-coach organization is in one sense quite separate from the regular classes. For example, a boy who has failed in only one subject is transferred to the study-coach organization in all his subjects. He may be taking 7A English, 7A social science, and 7B mathematics, all in study-coach classes. The aim of this is twofold: to keep the unfortunates

together in what are pleasantly designated as "Opportunity Classes," and to prevent the clogging of normal groups by the presence of numerous unfortunates.

An essential feature of the organization is that pupils who have fallen behind or even failed go forward in spite of their failure. "Make up," "catch up," and "keep up" are the watch words. That is, an opportunity class with redoubled attention to supervised study and individual help, with many devices for awakening and stimulating ambitions and energies, holds before the laggards a triple aim: they are to make up the work in which they have failed, they are to catch up the work of the regular classes in the same subject, and they are to show their ability to keep up for a time. Then they are transferred to normal classes. A child who has once been put forward can very readily be kept up to standard both by the prospects of failure, and by the experience of ability to succeed.

Transfers to and from study-coach groups take place at the end of each five weeks, four times a semester. That means that the groups are constantly shifting, about one-third passing back to their normal programs, and one-third transferring to the opportunity classes. Interesting is the rivalry which is evidently stimulated by instructors. For instance, in one non-promotion English class a large chart hangs in front of the room. Upon it are entered the results of weekly review tests in grammar, spelling, writing, and reading. At the close of a five weeks' period, this English record is transmitted to the office where it is calculated with records from other classes. Pupils making the best competitive records, are automatically restored to normal classes.

That the study-coach plan is remedial to retardation and discouragement is evidenced by the record. In the first semester, 1919, 150 subject failures were made up; there were 72 failure preventions, a total of 222 periods of repetition saved. That is, the equivalent of six classes of 37 pupils each saved the repetition of one subject, thus saving the full time of more than one instructor. Still better, 120 pupils were restored to normal programs. In the the second semester, January to June 1919, of 57 pupils placed in trial promotion groups, 86.2 per cent were promoted; of 96 pupils in subject-failure groups, 71.5 per cent were promoted; and of 40 pupils in failure-prevention groups, 64.1 per cent were promoted. Moreover, these figures do not represent the judgment or the records

of the study coaches who were in immediate charge of the pupils concerned; they are the records of other teachers, at the end of the year, to whose classes the pupils had been transferred.

To the accomplishments of the vocational counselors and their director, the principal pays a generous tribute: "Their service in remedial and preventive measure has developed into one of the chief factors in preventing elimination; they have performed an equally valuable service in providing expert and specialized vocational guidance; with all this, they have alone accounted for an economy to the extent of saving the time of one, almost of two, teachers."

Another agency which correlates with vocational guidance and study-coach organization in preventing elimination by attention to individual needs is the system of supervised study which prevails in all classes. For this end the time schedule of eighty-minute periods is especially designed. To individual teachers are left the details of management within the general provision of three branches, review, assignment, and silent study. The review may be a re-organization, produced orally and co-operatively, of the preceding day's silent study, or it may be a recall of knowledge already in possession of the pupils and necessary for new forward steps. The assignment period includes the discovery of problems, teacher's contributions and explanations, and direct instruction in how to study. Work in the silent-study period is divided into minimum, average, and maximum assignments. The first category including the minimum essentials of the course of study is all that is required of the lower third of the group. That lesson shows the best planning in which the majority of pupils can complete the average assignments in the allotted time. The maximum assignment is meant only for superior pupils. This system of supervised study obviates the necessity for study halls, and for all home study, except in the ninth grade, in which some home study is deemed necessary to facilitate the transition into the senior high school.

#### V. THE DEMOCRATIC ORGANIZATION OF THE STUDENT BODY

Instrumental also in preventing elimination is the socialization of the entire school through an elaborate system of democratic interrelationships as shown in Chart I. In fifty-two home rooms as the group units is found the core of the democratic organization.

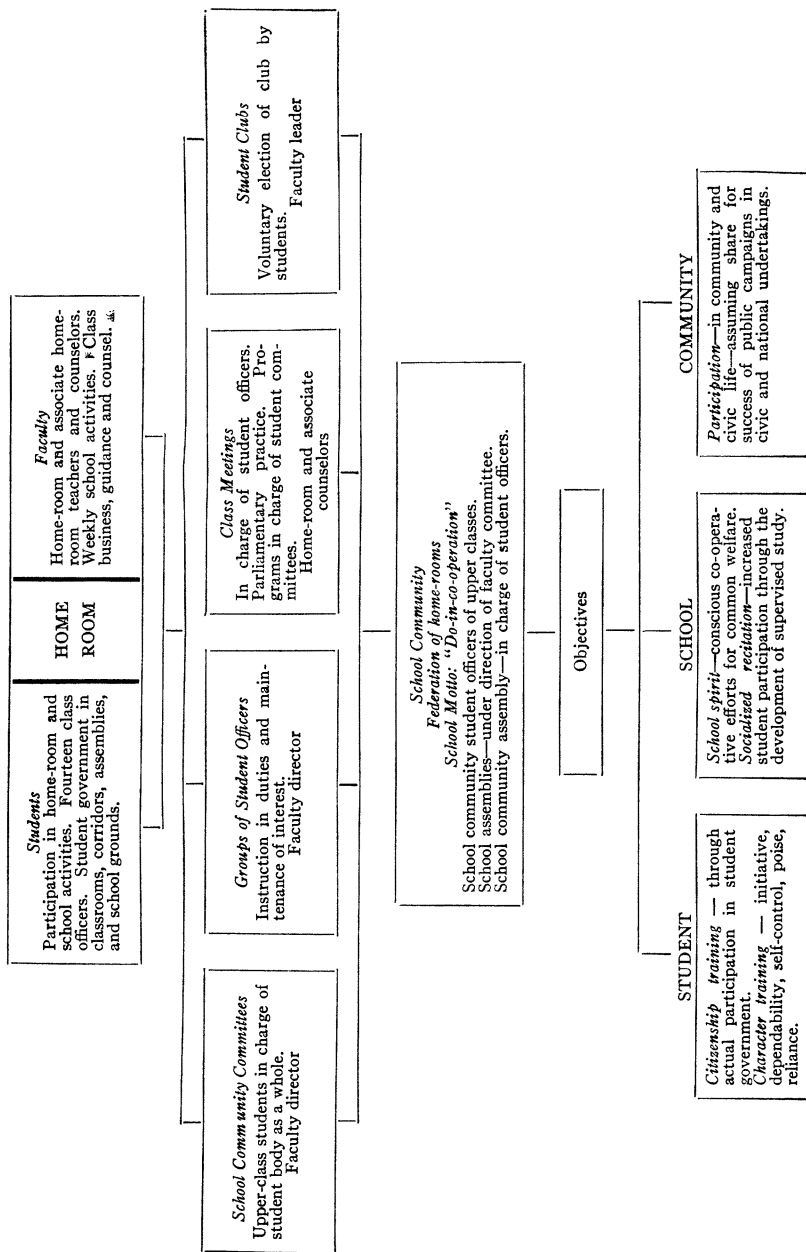


CHART I—Socialization of the School

Radiating out from the room units of about thirty-five pupils, each with its own varied governmental and social activities, run the various lines both of faculty and of student organization which culminate in and constitute the school community. The school community is represented as aiming to reach three correlating objectives: A school spirit of conscious co-operation attained through participation in the community life and through training for citizenship.

The home room is indeed the primary agency through which a very large share in social control is placed squarely in the hands of the pupils themselves. In Chart II the unit of control is represented by the inner circle. It is in charge of student officers elected by semesters in town meeting, and under the supervision of the home-room teacher as counselor. The home-room plan, one teacher with an assistant directly responsible for the welfare and progress of a small group, continues the one-teacher responsibility of the elementary school. It guarantees that junior high-school teachers remain teachers of children not of subjects.

Each room has five officers. The room president is class leader, the presiding officer at all class meetings, the teacher's proxy during her absence, and the agent for library campaigns and other school enterprises. The vice-president is business manager of all home-room activities and as the "safety first" representative inspects and remedies menaces to sanitation and health. The secretary-treasurer is in charge of school reports and of all communications with the office, is custodian of class funds, and is in charge of savings accounts and thrift stamps. The usher is a reception committee of one to receive visitors, and to escort them through the building. He also leads his group in passing through the corridors, being required on his own ingenuity to extricate them from corridor congestion. The deputy is in charge of group discipline, dismissing the class and maintaining the order of his group in the corridors.

Chart II represents also in its outer circles the federation of home-room units. Conspicuous here are the devices by means of which important matters are launched and communicated among the student body through student officers rather than through the teaching staff. In the upper half of the second circle, are representations of five student officer groups, made up respectively of the corresponding room officers. Each of these councils is in general

charge of a faculty adviser chosen because of his special fitness for the task. With the council of presidents the principal of the school and the school librarian are in close touch. The former uses the group presidents in matters pertaining to general school morale, while the librarian uses them to advertise the school library. A fact worth noting is that in the month of October, 1919, in a school of 1,650 children, the school library circulated 4,500 books and magazines for home reading, *over and above* the periodicals which were drawn purely for purposes of prescribed study. This purely voluntary reading was stimulated by the librarian through the agency of the president's council.

The faculty director of the council of vice-presidents is the school health officer. Under his guidance this council makes monthly inspection of the entire school plant for fire hazards and unsanitary conditions. The council of secretary-treasurers, under the direction of the school treasurer, is responsible for originating and managing various campaigns for thrift and saving. About 400 children make deposits each week, averaging about 42 cents each. The total amount thus saved is in the neighborhood of \$175 per week, and has run as high as \$350 in one week. Each child is given his own account and a pass book by one of the city savings banks; individual savings have in some cases exceeded \$300.

In the council of ushers is given training in courtesy and good manners which is carried over by the usher officers to the home rooms. From this council the school ushers are selected to guide visitors through the school—a service which is intelligently rendered by carefully selected and trained ushers. The council of deputies initiates campaigns for perfect records in attendance and promptness. Banners are awarded each week to all classes in which deputies are enabled to report no tardinesses. Usually about ten to twelve home rooms are enabled to display the banners thus awarded.

To be noted here is the fact that all five of the councils have regular meetings once a month with their respective faculty advisers. Such meetings are conducted strictly under parliamentary usage. If any home-room section has instituted an interesting innovation the officer representative may pass it on to his colleagues from other rooms. In this way the various representatives become mutually helpful. They are encouraged also to initiate movements within



their own respective fields, as well as to become agents within their own groups for the policies suggested by their faculty leader.

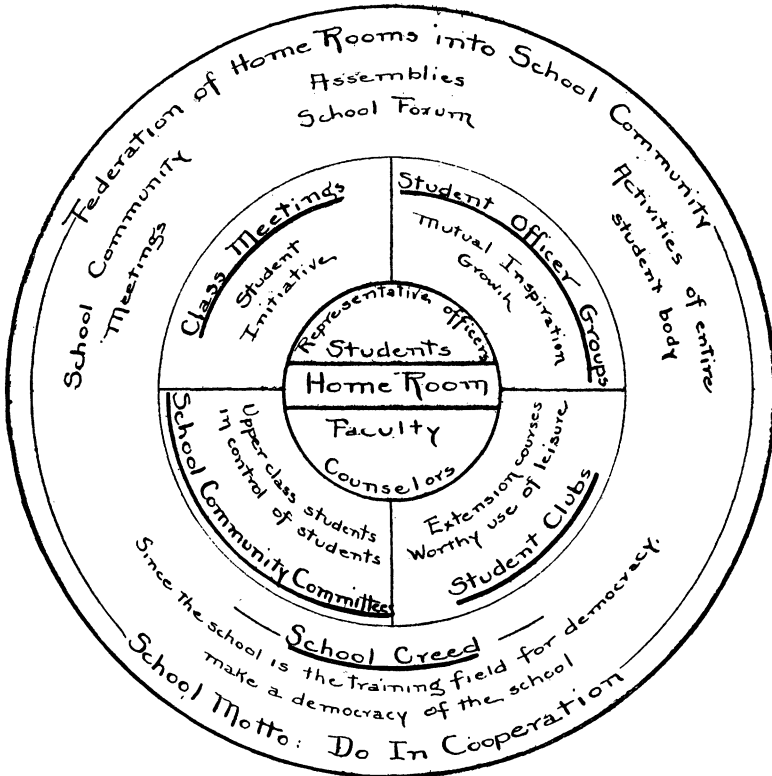


Chart II.—Socialization of the School—the Organization

There remains a third set of student organizations also represented within the second circle of Chart II which are servants of the school federation and at the same time are executives for faculty control. Several school community committees selected by the faculty directors of the committees aid in maintaining discipline. A luncheon committee has entire charge of the cafeteria, caring for dishes, taking payments, acting as cashiers. A committee of messengers is so organized that a notice from the office can be distributed to fifty-two rooms in five minutes; a marshals committee polices the building to guard against petty thefts in cloakrooms.

The members of this committee are not known to their comrades. Finally a committee of twenty deputies is in charge of the student body coming in and leaving the building; they act as traffic officers, directing in the halls the class ushers and deputies.

The day's program in Washington Junior High provides a School Activities period of thirty-five minutes, dignifying this "special field for the students' activities as citizens" by allotting to it a time provision. The schedule is as follows:

MONDAY	HOME-ROOM ACTIVITIES
8:30-8:45	Banking
15 minutes	Home-room teacher as counselor
TUESDAY	STUDENT PARTICIPATION
8:30-9:05	Class meetings
35 minutes	Group meetings of student officers
	School community meetings
WEDNESDAY	WEEKLY ASSEMBLY PROGRAM
8:30-9:05	The school forum
35 minutes	
THURSDAY	FACULTY ACTIVITIES
11:25-12:00	Meetings, conferences, demonstrations, pro-
35 minutes	grams, inter-department visiting
FRIDAY	STUDENT CLUBS
10:55-11:50	Inclusive of entire student body
55 minutes	Optional choice of clubs
	49 clubs—64 faculty leaders

The plan thus presented in outline has certain outstanding features. Theoretically the Monday period was to be used for such influence as the room counselor might bring to bear concerning scholarship, conduct, ideals, and vocational choice. Since its reduction to fifteen minutes, it is used for little more than school banking. The Tuesday meetings, wholly in charge of student officers, center around programs planned in advance. In 1918 the general topic was "Study of the War;" in 1919, "Great Americans," including Carnegie, Roosevelt, and Edison. A faculty meeting in school time with student body dismissed is certainly unique. In 1918, the faculty through discussions, reports, and demonstrations considered "supervised study;" in 1919, "vocational guidance" in a series of definitely planned meetings extending throughout the year.

Student clubs came into existence as an organized part of student activities with the School Activities period. They are practically impossible on a scale to include the entire student body except under a definite time allotment. The scope of the club work is determined by the extra-curriculum interests of the students and the ability to find club leaders among the faculty. Every student in the school is a club member. Membership in some club is required but selection of the particular club is wholly voluntary. It is a matter of considerable surprise to discover the number of students who have not developed the taste for, and pursuit of, a wholesome extra-curriculum activity. The perverted taste for the unwholesome outside interest is not corrected through denial of its gratification but through the substitution of a taste for the wholesome interest.

The clubs include musical activities—glee clubs and choruses, school orchestra, and a boys' band; the *Pathfinder* staff editing the school paper; athletic organizations of all kinds for boys and girls—organized games, hiking, swimming, drill clubs, a boys' military club, a girls' relief corps, and athletic teams; literary clubs—debating, dramatic, two-minute men's clubs, story-telling and short story club, watch-your-speech club, French and Spanish clubs, and patriotic league for girls; camp fire girls auxiliary club and boy scout patrol leaders training clubs; science clubs—wild flower, bird, chemistry club, and general science; travel club and exploration club, stamp club and camera club, poultry club, wireless club, kite club, first-aid club; scrap-book club; many clubs of a vocational character utilizing the special equipment of the differentiated courses on the extension plan—electricity, drafting, steel-working, cartooning, handicraft, aero club, shorthand, pencil-drawing, pen-lettering, knitting, millinery, tatting, embroidery, crochet, and girls' handicraft clubs.

The club organization is directed by an executive committee of the faculty. There are 49 clubs with 64 faculty leaders and a membership of 1,650 students. Each club has its own student organization and club meetings are conducted as are class meetings by student officers with faculty guidance. By reducing the School Activities period on Monday to fifteen minutes, the Friday club period is increased to fifty-five minutes. Membership of the clubs disregards all department and grade distinctions. Each club may

include in its membership representatives of all departments and all grades of the school. The only determining factor in the club organization is the choice of the student. The guiding principle of the school creed—"make a democracy of the school"—prevails in the club organization.

The impression gained by a visitor is that Washington Junior High School is neither an elementary school under a new name nor a senior high school imposed on adolescent children. It is an intermediate link, performing for an industrial constituency a function quite distinct from that of the lower or the higher institution. It correlates cultural and vocational courses to serve a double purpose, keeping all the pupils possible in line of educational advance, and giving to those who must leave school early sound vocational guidance and the foundations of trade efficiency. Throughout the entire organization the needs and capacities and increasing maturity of growing boys and girls, studied individually, are the primary considerations. And, finally, all activities are definitely planned to make life in the school itself a direct preparation for life in the city which Washington Junior High is serving.